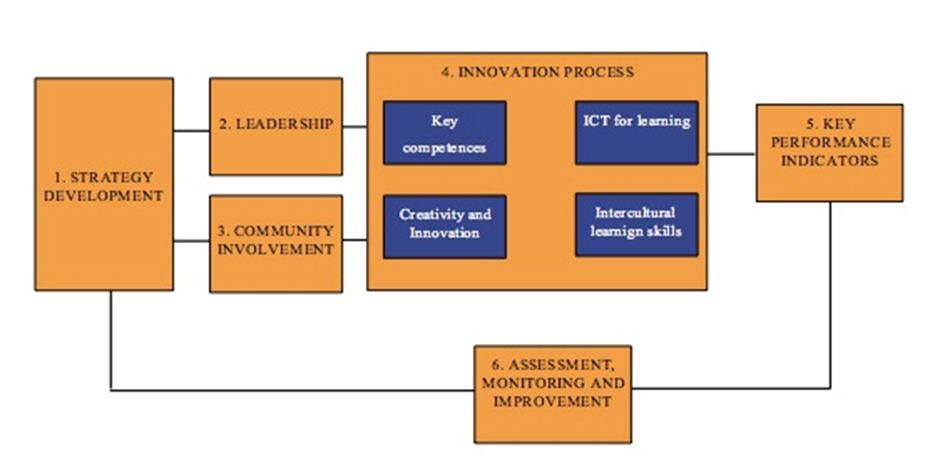
***Q4I Project – Quality for innovation in European Schools***

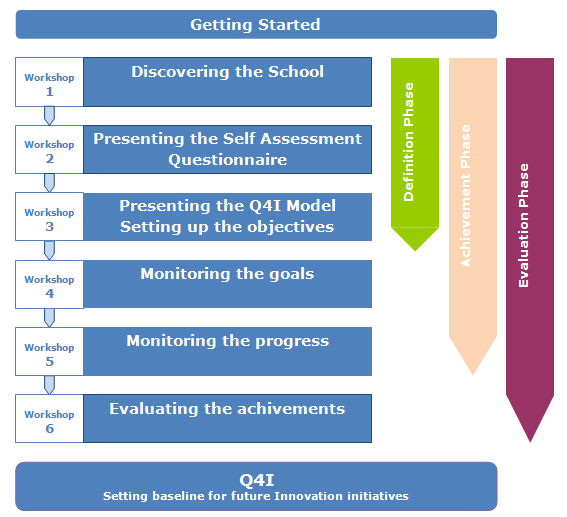
The Q4I project aims to develop, test and mainstream a quality development approach for schools that includes a strong commitment to innovation and that is based on the participation of all key stakeholders: students, teachers and parents, employers and representatives of local community. Q4I is a project designed to ensure high quality education while innovating educational practices

**The Q4I model for school inovation**

The Q4I model is based on six **Areas of change** and four **Engines of Change**.

Areas and engines of change are interconnected within the model. The core of the model is the Innovation Process (where the four engines are placed), enabled by Strategy Development through Leadership and Community Involvement, measured by Key Performance Indicators and monitored by Assessment, Monitoring and Improvement.

**Piloting Process - the Romanian Approach**



In the Romanian Piloting process, the three phases were divided in six workshops, as follows:

***Achievement phase: Sharing experiences and support to innovation processes***

***(Workshops 4 and 5)***

**Definition phase*: Self-Assessment, defining goals and improvement opportunities***

***(Workshops 1, 2 and 3)***

The first phase of the Piloting process is devoted to discovering the school and its quality approaches. The aim is to start a dialogue with the key actors of the school, to inform about the concept of quality based on innovation and to make the connection between this concept and the school needs.

The initial support is directed to a raise in awareness of school attitude toward quality and innovation through a self-assessment questionnaire (SAQ).

The SAQ will reveal strengths, weaknesses, critical situations and opportunities of the existing situation within the school.

***Evaluation phase: Appreciating achievements (Workshop 6)***

Based on the SAQ review, the school staff has drafted a first set of possible quality and innovation objectives.

The FiaTest experts provided support to the school staff in order to define and to develop all concrete desired and agreed goals considering the school context.

At the end of the Definition phase, all the aspects of the piloting process have been clarified and the school Action Plan based on innovation have been defined.

The Achievement phase is devoted to a reflection of the innovation activities implemented. This evaluation of activities has been used to refine the Action Plan and to gradually expand the areas where innovation initiatives could have been implemented. Perspectives for gradually building a comprehensive Innovation Process were discussed.

Aspects considered in the Achievement phase: planned results vs. actual results, difficulties or problems encountered by the school in the piloting process, necessary amendments to the original planning.

In the final phase of the Pilot, schools are expected to contribute through evaluation of their achievements as compared to the expected outcomes. This was an appropriate time for a comprehensive review of the situation and the definition of a strategy for the time to come.

Aspects considered in the Evaluation phase: actual outcomes of Action Plan implementation; lessons learnt; necessary strategy adjustments; development and integration in school’s culture of the successful improvements.

The Gymnasium School it’s an urban school which has 324 pupils in primary level and 253 pupils in lower secondary level. The school has 22 classrooms, an AEL lab, science labs, a gym, a festivities hall, a library, a medical office and a psycho-pedagogy lab, Experimental art and painting workshops, Urban architecture workshop, Chess workshop.

**Good practice in Romania:**

**Gymnasium School ”Ferdinand I”**

**Case study**

13 teachers for primary level and 30 middle school teachers are standing by pupils and their parents. The educational activities are supported by a number of 11 non-teaching staff.

The school developed partnerships with other schools coming from Spain, England , Northern Ireland and Italy in the Comenius project "Open the door to Europe". Also, they had partnerships built with Great Waltham Church of School in Essex , UK , and the International British School of Bucharest.

The School is always opened to community needs and promotes innovation through relationships created with NGOs or private institutions. It has as main purpose, pupils’ welfare and implementation of novelty in all its educational activities.

The school’s staff and pupils are active

participants and advocate for environmental education, which is a permanent concern of the school. Thus, they are involved in global projects as “Eco School” and “LeAF”. Also, they are involved in the European project "Let's Do It Romania" whose purpose is to address the problem of the garbage littering the whole Romanian countryside.

School’s management is open to innovative opportunities which offer new chances to pupils, their parents and teachers. The management commitment in organizing new extra-curricular activities enables exercising of pupils’ skills to enhance their talents.

Process goals are used to describe steps toward implementing programs, improvement of organizational practices, rolling out new curriculum, etc. Indicators of progress are: numbers of workshops on a specified program, distributed numbers of teachers with resources in classroom, etc.

The school is involved in several innovative initiatives, such as:

* Ecological initiatives: RECICLUB; Garden in schoolyard;
* ICT
* Artistic initiatives: dance workshops, theatre workshops, drum playing courses;
* Theatre and dance festivals

The school developed a short term (three months) Action Plan based on the following Engines of change: ***1. Key competences for lifelong learning; 2. The use of ICT to support learning processes; 3. Creativity and innovation attitudes and skills; 4. Inter-cultural learning skills***.

The main objectives set for the Action Plan were:

* Personal and vocational development of pupils;
* Development of Key competences (linguistic, mathematical, artistic, kinaesthetic, interpersonal awareness);
* Development of digital competencies;

Learning about basic components of other cultures

The implementation of Action Plans within the piloting process of the Q4I Model contributed to increase the educational partnership FAMILY - SCHOOL - COMMUNITY, involving teachers, pupils, parents, volunteers, local authorities, business companies and NGOs.

School Ferdinand I decided to continue the initiative by introducing new activities and continuing the successful ones – e.g. ”Urban Architecture” (through a partnership with the KOMUNITAS NGO); personal development of teachers through a partnership with a NGO – ”Bugetarii veseli” – and with Hewlett Packard; 2 practical activities in environmental protection field – one named ”Permaculture – Schoolyard Garden”, the other named ”Oily man” – recycling waste oil collected from households; making recycled paper.

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